

Childhood Education

School and

the Child's Potential

September 1960



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**For Those
Concerned with
Children 2-12**

*To Stimulate Thinking
Rather Than Advocate
Fixed Practices*

Childhood Education

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Volume 37

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By ARENSA SONDERGAARD

September . . . Month of Magic

In September anticipation is at the highest point of the year. Arensa Sondergaard, Bronxville Elementary School, Bronxville, New York, who taught a third grade last school year, followed the class into the fourth grade this year. She gives examples of ways to plan and prepare so that pressures of the first weeks of school will be minimized.

SEPTEMBER — EVER THE MONTH OF magic, of a fresh start and a school year's beginning!

For some children a "first" experience; for others a happy chapter continued; for some a blotted page dully turned; for many a final flurry of activity prior to completing the work of the elementary grades.

Whatever their age, big and little, here

they come joyfully, fearfully, expectantly. Anticipation is at the highest point of the year. It shines from scrubbed faces. It glows in the eyes of both boys and girls as with brushed hair, fall wardrobes renewed or refurbished, pencils sharpened, and summer treasures carried to show and to share, they troop toward the one place in the community which so rightfully must ever remain theirs.

Sun and air flood the classrooms. Halls are freshened. Outdoor play spaces stand readied, equipment repaired. Within, the welcoming and rested personnel, also expectant and dedicated to serve and to extend this first high moment of anticipation.

Today careful planning customarily precedes a child's first school experience whether it be in the nursery school, the kindergarten or the first grade. This planning may take several directions and is usually determined by the needs of a specific community. It may at best have started the preceding spring.

Spring Registration and Visit

Spring registration for fall entrants has proved of definite help to parents and teachers. The parent about to place his child under the influence of adults unknown to him gains a degree of assurance; the teacher sensitive to these first impressions of children and parents begins even now to plan needed procedures for the fall.

Frequently a gaily illustrated booklet is given the family telling of school hours, activities and learnings provided for, articles needed, and other such items of significance to those whom the booklet is meant to serve. A short personal history of the child is garnered as questions paramount to the child's well-being are mutually asked and discussed.

Often an invitation is extended to the parents for a spring showing of a film depicting nursery, kindergarten or first-grade children at work. An understanding of the learnings involved and the importance of the guidance given to a group or an individual is thus fostered. Both parents meet the teacher informally, view the classrooms where the children will operate, and meet the administrators and other staff members to whom they

may wish to turn for help or guidance in the years to come. Here parents meet each other and sense a community of interests. Together, their children will venture on this new road to greater independence and enriched learning.

Following a spring get-together of the parents, the mailman may leave with the new entrant an invitation to come after regular school hours to view his classroom and teacher-to-be. With Mother present, the schoolroom is fully explored, the teacher at least partially accepted, equipment tried out, juice and a cookie enjoyed. Such a visit heightens anticipation and gives teacher and child a thimble-view of each other of direct help in establishing later and complete rapport.

In schools where these spring procedures for getting acquainted have not been initiated, they are sometimes incorporated in the fall registration period.

Getting Acquainted

The over-all plan for the September opening of school must still include special features for getting acquainted. Where schools have experimented in staggering the attendance of their new entrants, there have been fewer fears to cope with, less fatigue and happier adjustments. In such instances, half the class or even smaller numbers attend for a short portion of the day only. Again, half the class may attend the first week, half the second and the entire class the third week. Flexibility in scheduling these first weeks has proved of tremendous help in getting acquainted, in establishing basic routines, in building individual confidence, and in furthering peer friendships. The confusion of adjusting to a large group and feelings of strangeness or personal inadequacy are dispelled or greatly minimized.

(Continued on next page)

Where kindergarten experience precedes entrance to first grade, an advantage of no mean proportion is gained.

The year's start-off is fraught with excitement. Familiarity with school procedures and group living has given assurance. The next step involving six-year-old pursuits is eagerly looked forward to. Old friends are sought; new friends-to-be are masterfully taken in hand and helped. An air of confidence prevails as new skills and additional learnings are introduced.

Second Year with Class

In schools where the teachers are prepared to work with children on consecutive age levels, further advantages accrue. A second year with a class is a time-saver of the first order. The September take-off is immensely satisfying since teacher and children know and understand each other. They build on what has been accomplished together. New challenges lie in wait for all and can be geared to known abilities and needs. Individual growth patterns are understood and can more readily be prepared for and satisfied.

Whatever their age, children look for companionship and status within the group. They look for leadership from the adult in achieving "place" as well as in achieving academic progress. The teacher's discovery and acknowledgement of each child's strength gives him position with peers. The child who does not excel in subject areas may prove the kindest in sports; the less-successful participant in sports may create the best play; the child who reads easily and well may share generously his gift. When, as sometimes happens, peers gleefully announce a recalcitrant's former behavior (Wait 'til you see what Bobby does when you aren't here!), the teacher's quick relegation of unfavorable traits to last year's selfhood

and his expressed faith in each child's ability to leave untenable habits behind give the child's own self-image a boost in the right direction. *The pattern of looking for the best in one's association with others is most assuredly set through constructive leadership.*

Challenges for New Learnings

These first days children also look for varied challenges toward new learnings. They welcome use and expansion of their present powers. Equipment and materials attractively displayed, books, maps, pictures, announcements of forthcoming events entice the learner. A cooperative planning session—teacher and children together outlining possibilities for exploration, pooling ideas, and inviting honest response and suggestion—keeps anticipation high.

As these planning sessions proceed, each child finds responsibilities within his power to discharge. He is then a vital, contributing member of the class organization.

As with children, so with the school staff. September expectancies run high! These expectancies will be realized only to the degree that administrators, teachers, custodial staff and board members look for and acknowledge each other's strengths and contributions, taking unfeigned pleasure in each.

When all earnestly apply themselves in planning for the best kind of living within the school, easing undue pressure for each other, interrelationships blossom. Then ideas may be freely shared and responsibilities cheerfully assumed and equalized.

Let us now, at the outset of the year, pause to dedicate ourselves to whatever means may best insure the full

retention
of
September Magic.

By NICHOLAS P. GEORGIADY

So This Is School!

Nicholas P. Georgiady, principal of Lydell School, Whitefish Bay, Wisconsin, gives practical suggestions which help kindergartners and first-graders adjust to their first days at school.

HAVE YOU EVER OBSERVED A CHILD'S first experiences in a classroom? How did he react to his first day in a strange environment? Were there tears? Was he afraid of the teacher? Did the new surroundings appear to look uninviting or even threatening to him? Did he seem to resent the presence of so many other children? Or was he one of the fortunate children who apparently was not troubled by these fears and so was able to make a rapid and happy adjustment to his new environment?

Problems of adjusting to a school environment have not disappeared. Many children still have some of the same fears of new places and strange faces they have had in the past. There is the same reluctance to leave the comfortably familiar surroundings of the home. There are the same qualms about having to get along without the reassuring thought that, if needed, Mother is only a few steps away.

Any kindergarten or first-grade teacher knows that the first few days of school in the fall can be trying days for both new students and teacher. A large group of children coming to a classroom for the first time and leaving behind them the psychological safety of the home can present many problems of adjustment and orientation to the teacher. Initial adjustment to a school situation can have a pro-

found and sometimes lasting effect on a child's attitude toward learning. Any such reaction is of vital concern to the teacher insofar as it will affect the child's mental and emotional well-being.

What are the problems of adjustment confronting a child entering school for the first time?

Adjusting to a new environment. Despite the fact that Americans travel more widely and more frequently today, many children enter school without ever having seen the inside of a school building. This in itself can create problems as the sheer size of the building can arouse uneasiness in children. This can be countered by making the initial impression on the child as pleasant as possible. Attractive bulletin boards outside and inside the room are of value. The room arrangement itself can be of help with tables, chairs and play equipment arranged in an interesting and inviting way.*

One of the first things a teacher needs to do is to help the child become familiar with his new environment through discussion, through observation by touring the building and visiting the office and other facilities, and through providing oppor-

* See *Space, Arrangement, Beauty in School* (Washington, D. C.: Association for Childhood Education International, 1958).

tunities for children to carry messages and run errands to various parts of the building, usually in pairs and with some assurance that they will easily reach their destination.

Adjusting to new adults. When a child enters a school, he meets a number of adults who are strange to him: classroom teacher, principal, secretary, nurse, custodian, special teachers and possibly others. All of these play important roles in the school day of the child and each adult has an opportunity to help the child make a favorable adjustment by being cheerful, solicitous and genuinely interested in him. The classroom teacher can discuss early with the children different adults who work in a school and what job each of them has so that the child understands more readily who these people are and what their roles and relationships are.

Adjusting to new friends. Before he enters school, a child is generally accustomed to playing alone or with small groups of children. In a classroom, he finds he must accept the presence of thirty or so other children every day. Learning to live with a large group requires understanding on the part of the child as to how he needs to act in order to function effectively with such a large group. The teacher can help him to accept his role in a group by making clear the differences between acceptable and unacceptable behavior and the implications such behavior has on individuals and the group.

This provides an early opportunity for the child to gain experience and understanding in democratic play and work. The teacher can help the child to begin to understand the meaning of democracy in the manner in which he can best understand it—through work and play activities at his level.

Adjusting to a new routine. Some children find it extremely difficult to adjust to the daily classroom routine. They have difficulty in accepting and responding to direction in group and individual activities. The teacher can help the child by providing the routine necessary while at the same time assuring a permissive atmosphere that will not stifle individual expression. While this is a difficult and delicate balance to maintain in a classroom situation, the values to be derived in terms of mental health on the part of the child more than outweigh the efforts needed on the teacher's part to establish and maintain this balance.

From Home to School

In an effort to cushion the blow of changing from a sheltered environment in the home to one in a school where more independence and self-reliance are called for, one school system developed an orientation program which minimizes the impact of such a change. Teachers and administrators working together and consulting frequently with parents have developed a system which all concerned feel gives each child a fairer opportunity to adjust more gradually and more effectively to this change in environment.

The school system, through its recreation department, operates a summer nursery program utilizing the facilities of the community's schools. Children of preschool age, three- and four-year-olds, are eligible to participate in the six-week program. This provides children with an introduction to school and makes their adjustment in the fall an easier one.

A second aspect of the program is the spring registration of kindergarten children. The school system operates a two-year kindergarten program and the children who are chronologically eligible for the junior or first year kindergarten pro-

gram register at their respective schools in May preceding the start of the fall term. The registration gives the parents and the children an opportunity to see the school and to meet the kindergarten staff as well as the nurse and the principal. In addition, a handbook for parents has been developed by staff members and is distributed to parents at the spring registration. The handbook contains much information which is of value to parents in helping them prepare children for the start of school in the fall.

Orientation

Another valuable feature in aiding pupils in their adjustment is the orientation schedule which has been developed. Each new kindergarten class is divided into halves, usually designated as Group A and Group B. On the first day of school, Group A (the first half of a class) will attend for one hour. On the second day, Group B (the second half of that class) will attend for one hour. On the third day, Group A will attend for one and one-half hours and on the fourth day, Group B will

attend for one and one-half hours. On the fifth day, Group A will attend for the full two-hour period and on the sixth day, Group B will attend for the full two-hour period. On the seventh day, Groups A and B will attend together. Thus, the entire class will meet for the first time seven days after school has begun. For the previous six days, the teacher has had an opportunity to meet the children in a smaller group for a shorter period of time and has a much better opportunity to become acquainted with them. The children, too, appear to adjust to their class more rapidly when the group is smaller, and by the time the entire class begins to meet they have become much better oriented.

Reactions of parents and teachers to this have been most favorable. They recognize the difficulty of the child's adjustment to school and accept a program such as this which results in fewer tears and less reluctance to attend school. Better adjustment of the children in such a program is felt to have favorable results in attitude development. Implications for improved learning are readily discernible.

**First American Schoolhouse
St. Augustine, Florida**

In the days before the American Revolution, children sat and wrote ABC's on slates. Space-age children want to know about the world. (See pages 8, 48.)



Children Want To Know

Gone are the days when four- and five-year-olds frittered away their time with insignificant busy work! Young children have ideas and they want to use them to understand their ever-widening world. This study on young children's concepts by Kenneth D. Wann, professor of education, Teachers College, Columbia University, New York, brings out the need for school programs based on this fact.

THREE-YEAR-OLD DANNY, BUSILY OCCUPIED at the easel, has just finished a picture of a round ball with a ring around it. Presenting the picture to the teacher he says, "It's a planet." To the teacher's question, "What is a planet?" he replies, "It's up in the sky." Danny, like millions of other children, is a product of the space age. He has had rather direct contact with a wider world than has ever been available to children of past generations. He knows about faraway people and places. He is concerned with the problems of space travel. He wonders about many things he has seen in his travels with his family or viewed on television.

Danny and all the other children like him today probably know more at an earlier age than has ever before been possible. Certainly many more opportunities for experiencing and knowing are available to young children today. Continual flow of ideas through mass media of communication and rapid means of travel have removed the ceiling on what children can know.

While we recognize the impact of our technological age on children's learning, the need is for a more precise understanding of what children are gaining from their experiences and the ways by which

they organize and use the great array of unorganized ideas with which they are bombarded. To satisfy our own need in this respect the author and a small group of teachers undertook a study of the concept development of young children. The teachers represented schools in communities of widely differing socio-economic levels. The range was from a low economic level to a high level. They studied three-, four- and five-year-old children in their own classrooms over a period of five years.

Children's Information Is Extensive

We were not prepared for what we found. Casual observation had convinced us that the children knew and understood a surprisingly lot about many things, but the extent and depth of their information and understanding were sources of amazement to many of us. *A topical analysis of the data collected revealed concern with information about hundreds of topics ranging from dinosaurs to rockets and from people and places to weather and electricity. It was clear that the interests of young children were global, even universal, in scope. Their interests were not confined to any one period of time or to any one locality.*

The range of children's information is illustrated by these anecdotes drawn from hundreds of similar ones collected by the teachers.

• Four-year-old Maggie during morning snack time was breaking her crackers into tiny little bits. The teacher said, "Maggie, what on earth are you doing?"

Maggie responded, "I'm making an infinity of crackers."

The teacher somewhat surprised and not at all sure that Maggie knew what she was saying asked, "What is an infinity, Maggie?"

"Oh, you know, it just goes on, and on, and on," responded Maggie.

• There was Gary, four years old, who said at snack time, "I'm going to fill my cup just like this—one half full. Then I'm going to fill it one half way again and do you know what I'll have? I'll have a full cup."

• Beth and Jimmy, five years old, were looking at a book about the sky. Beth said, "Water comes from the clouds."

"Yeah, but you know air ends up in the sky at the beginning of space," responded Jimmy. "There's no water or air up there, and you can't live there. They're trying to get through, but they can't."

• A group of three-year-old boys spent some time dressing up. They donned ties, bats, gloves, glasses and jackets. They secured brooms and some long-handled brushes and said, "We are going hunting in the jungle and we won't have any sitter."

Children Seek Information

It was apparent early in our study that these children were on a continuous quest for more and more information. We have evidence to indicate that concept development was a conscious process to these children. This is not to say that the children themselves identified their efforts to learn as such. *It was evident, however, that the children repeatedly sought more and more information about a given topic and that they consciously tried to relate and test one bit of information against another.*

Having information and being able to use it in appropriate ways was a source of great satisfaction to the children in this study. Evidence for this conclusion comes from numerous recordings of occasions when children expressed pleasure at having gained information or at the prospect of learning. The five-year-old's remark, "Oh boy, dinosaurs," after the teacher had been persuaded to read another book about their favorite topic is a case in point. The great frequency with which children made a game out of testing one's own or another's information is further evidence of satisfaction derived from having certain knowledge.

The spontaneous conversations between children and their readiness to contribute information to any group discussion were additional indications of the satisfaction children derive from the possession and use of knowledge. Three-year-old Jan's contribution to his group illustrates this point. He and his teacher together had read the book, *How Big Is Big?* and had discussed skyscrapers at length. One morning he spied the teacher and other children looking at the book. He quickly put aside what he was doing and came across the room and volunteered his valuable information. With a big smile he said, "I know what a skyscraper is. A skyscraper is a very tall building that goes up to the sky so far it looks like it reaches the sky."

Children Seek To Organize Information

We were deeply impressed with the struggles of young children to understand, to interpret and to put together into a comprehensible pattern the pieces of the complex puzzle that is their world. This is not easy and children were found developing misconceptions as often as they were developing accurate concepts. Excerpts

from children's conversations will illustrate this struggle. A four-year-old saw a great machine excavating for a big skyscraper and asked, "What kind of machine made the world?"

Another four-year-old found a picture of the Spirit of St. Louis and said to his teacher, "What's wrong with the airplane?" (It did not look right when compared to the present-day models he knew.)

Other children were confused when they found two large cans of ashes waiting for the trash collector. These city children had never seen a fire make ashes.

"What's in the can?"

"Ashes."

"Where do they come from?"

"Cigarettes, you dope."

Another group was struggling with their concepts of fish.

"Why do fishes always have to stay in water?"

When the water in the aquarium was low one said, "See, the fish have been drinking the water."

Another reported seeing a fish take a bath.

Even the simplest words can be confusing. When the teacher discussed a class trip one child asked, "What is a trip? Is it a fall?"

"Is 'stupid' a bad word?" another child asked.

"No," replied his friend. "It means crazy, but I don't know if it's bad."

In their efforts to put together related information and ideas into some kind of conceptual framework that had meaning for them the children employed all of the processes involved in thinking and reasoning. There is ample evidence that these children were associating ideas, attempting to discover cause and effect relation-

ships, and discriminating and generalizing about those things which they see, hear and feel in their environment. These are the essential elements of the process of conceptualization at any level.

The children's attempts to establish relationships among ideas ranged from the simplest kind of associative thinking to a more advanced attempt to set a classification of ideas. Sandra's discussion of birthdays represents the latter type of thinking.

• One morning four-year-old Sandra approached the teacher with the question, "Whose birthday is today?" After thinking a moment the teacher responded, "I don't know. Whose is it?"

"Teacher, you don't know? Well, guess," chuckled Sandra.

"Is it Judy's or Carmen's?"

"No, teacher. It is Abraham Lincoln's birthday."

"That is right. Do you know who Abraham Lincoln was?"

"Yes," replied Sandra. "He was a president. Both of them are dead now."

"That is right, but Abraham Lincoln is just one man."

"I know," replied Sandra, "but I am talking about George Washington, too. Both of them were presidents."

There were numerous cases recorded in which children were generalizing. In many cases the generalizations were accurate and well based. In other cases the generalizations were premature and inaccurate. Since this is an essential element in concept formation, it is significant that children frequently attempt to use the process. Inaccuracies and too hasty generalizations simply indicated a need for help which adults can supply. The following anecdotes illustrate the process employed by children.

• On Friday the teacher in a day care center four-year-old group remained late in the day so she always arrived later than on other days.

Alice: "Today we are going to eat fish."

Maria: "Why?"

Alice: "Because when the teacher comes late we always eat fish."

• Three-year-old Barry was waiting for snack time. Looking at some books he observed, "You know, this book comes from the same store as that one because they have the same pictures on the back."

• Five-year-old Frances was getting dressed to go to the yard when she observed, "The teacher next door is a nurse. I know because she has on white shoes and all nurses wear white shoes."

Essential to the development of understanding and the successful interpretation of environmental data is the ability to see cause and effect relationships, to make inferences, and to reach logical conclusions. Observations in this study brought about a growing respect for young children's ability to employ these processes.

• *Barbara:* "I am going to dress my brother like a small boy four years old so he can go with us on the trip."

Teacher: "Won't he still look too tall?"

Barbara: "No, because when they say, 'Why are you so big?' he'll say, 'Because my mother and father were giants.'"

• Margaret and Laura were watching the teacher modeling clay.

Margaret: "Are you making this for your mother? Who is your mother?"

Laura: "Her mother is her child's grandmother."

• One group of five-year-olds spent some time trying to understand about foreign languages. The teacher was preparing to read them a story.

Teacher: "This book is written by a Japanese person."

Howie: "Can you read it?"

Teacher: "Yes, it is written in English."

Howie: "If my mother were here, she could read it because she came from England."

Teacher: "She could read it in English. English is the language of England. We speak English in our country because a long time ago English people came here and settled."

Howie: "English belongs to England just like Italian belongs to Italy."

Sue: "If this was a Japanese school and

you were a Japanese teacher and we were Japanese children, you would read Japanese stories to us."

Randy: "Japanese people have their own English."

Implications for Schools

The store of information young children have today, their continual quest for knowledge, and their struggle to organize information into a meaningful conceptual framework have significant implications for school programs. It is apparent that teachers of young children must support their efforts to acquire information and to organize it. Early childhood has not been viewed as a period of great emphasis on these kinds of activities. Nursery schools and kindergartens have usually been more concerned with developing emotional stability and skills of social adjustment than with contributing intellectual content to children's experiences. They must continue to be concerned with the emotional and social development, but it becomes increasingly urgent that they recognize children's need for help in understanding the ever-widening world that they see and hear about every day.

Kindergarten and nursery school programs built almost entirely around manipulative materials no longer hold the challenge for young children they formerly did. These materials are more and more finding their way into homes and children are ready for new and more challenging experiences. Many schools recognizing the need for challenge have begun to move toward an emphasis on formal reading readiness or even reading programs in the kindergarten. This does not seem to be the right response to young children's need for support in their quest for knowledge and understanding. In the first place, what could be less challenging intellectually than coloring in squares or drawing lines from one picture to another

in a readiness workbook all according to specific directions from an adult? In the second place, that which will contribute most to reading will be a wealth of understandings which bring meaning to the abstract symbols of reading at a later time. *We must find ways to contribute information to young children that will build these understandings. We must find ways to answer their questions that preserve their great zest for learning. We must find ways to encourage and carefully guide their attempts to put ideas together and generalize about their experiences.*

There are some rather pointed implications of this study of young children for elementary schools also. It is apparent that children bring to school with them a background of first-hand and vicarious experiences which have broadened their horizons far beyond their own immediate environment. Their questions and concerns range widely. One is constrained to ask if these children's potentialities for learning will be challenged by the usual primary grade units on the home, the store and community helpers. The same question can be asked concerning the material we expect children to read in their reading textbooks or other texts for that matter. The children's level of sophistication is frequently above that of these materials. This is not to imply that there is nothing remaining for primary

grade children to learn about their own immediate neighborhood or community. There is indeed much they need to learn. *They are ready to explore some deeper meanings and relationships in community life.* The most hackneyed of community helpers, the policeman, offers many challenging learnings to even the most sophisticated children. We need but to recognize their ability to explore the community structure which supports and makes the policeman's job essential—the problems of group living, the origin of the laws he enforces, and the principle of taxation which enables a community to offer such services to its people. Recognizing this we also recognize that we cannot confine children's interest to their community. They are challenged to explore widely and we must support their need to do this.

Essential to our utilization and support of the great potentialities of today's children to learn at any level is our recognition of the importance of preserving the willingness to think, reason and seek logical answers to questions which was so evident in the young children we studied. More important than any specific information imparted to children are the skills involved in these processes. Our teaching methods and our materials must support and extend the ability to think, to reason and to conceptualize or education becomes pointless.

WHAT CHILDREN ADMIRE, THEY EMULATE. CHILDREN NEED TO BE GUIDED IN the kind of heroes they emulate. Through good books and the characters met in them children may learn patterns of kindness and gentleness; realize that they can be courageous and strong without violence; identify themselves with independence and achievement; feel a desire to cherish and protect which is the greatest element of love.

Through knowing the hearts and minds of the pioneers and heroes of our country, children can be girded with prideful strength for the task ahead. Both biography and historical fiction may give children the character traits that are necessary for survival.—MAY HILL ARBUTHNOT, 1960 ACEI Conference.

The Kind of Teacher Makes the Difference

A teacher's wisdom in working with children and adults can only be as deep as his wisdom in looking inward upon himself. If the kind of teacher makes the difference, what do you see when you look at yourself?

WHEN YOU LOOK AT A TEACHER WHAT do you see? There are several ready responses. Some people see a boss keeping order and exercising power albeit "for the children's own good." Others see a saint loving little children and helping to build a better world. Others see an example, a symbol to which young people may give admiration and society may give status or at least respect. Several see a public servant somewhat restricted in his personal life but relatively safe from unemployment and ruthless competition. Still others see a scholar well informed in his specific field and devoted to intellectual pursuits.

To you who are actively engaged in teaching, these various perceptions held by the general public are important. They undoubtedly had some influence upon your choosing teaching as a career in the first place. As one ten-year-old put it, "When I grow up, I want to be a teacher so I can wear my best clothes every day, answer the door and say, 'Do these problems.' "

Experience

Time modifies our understandings. Just as the ten-year-old was a product of the experiences she had had to date with teachers and teaching, so you are the

product of all the personal and professional experiences which have come to you. When you try to assess your own potential, your own strengths and weaknesses, you are face to face with the quality of your preservice and inservice experiences. How these experiences have influenced you and your teaching depends upon how deeply you have committed yourself to them. Books have been read, observations of children made, reports prepared, meetings attended, day-by-day teaching done, interrelationships of subject matter seen and more than one job undertaken. *But only those experiences you have run through the prism of yourself have become uniquely yours.* You have selected, consciously or unconsciously, only those activities and ideas you have felt were valid. When you ask, "What kind of teacher am I? What can I do for children?" you take not only your experiences into account but your feelings about these experiences. *Whatever you felt, and still feel, you have learned to act upon.*

For example, Florence J. somewhere caught on to the realities of sequential growth and they will not let her be. Every decision she makes is influenced by this knowledge and her deep feelings about its importance. The equipment in her classroom used in her teaching is geared

to all that she can find out about children the age with which she is working—their interests, their capabilities, where they have been and where they are going.

George G. in his work with migrant children and their families two years ago became alert to the environmental influences that play upon youngsters and what they learn every day. He never fails to give close attention to home visits, to family information and to interpreting the work of the school to parents. When he plans learning experiences for children he takes careful note of what they know and how it may be applied to new learning.

Margaret A. was a member of a teachers' workshop in creative expression last summer. Her experience there and her feelings about it are quickly apparent in her classroom where children are encouraged to try themselves out with many materials and are unhampered by models or predetermined standards.

Individuality

Just as a teacher's perceptions of what he can do for children depend to some extent upon what he has learned from his past experiences and his feelings about those experiences, so a teacher's perceptions of what kind of person he is will reflect his sense of integrity and self-worth.

Each teacher is unique. This basic truth means accepting yourself for what you are and where you are in your growth. It means being responsible for the quality of your own living. It means liking yourself well enough to face up to problems and choices and to custom-tailor plans for "next steps" in professional growth.

Each teacher is not only unique, but social. Your individual uniqueness needs your respect and loving care because

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other people need it just as you need theirs to live richly in your personal and professional life. Good teachers are constantly asking and giving help, extending themselves to learn better. When Rita H. asked in faculty meeting if anyone else were interested in working with her on the possibilities of outdoor education and overnight camping, she was expressing her faith in human differences and the value of several heads rather than one.

Teaching and Learning

Some months ago a group composed of student teachers and "old hands" undertook to air their perceptions of themselves in their roles as teachers working with young children. The "talk session" had been preceded by almost a month of uneasy observing and listening, doing successfully or doing unsuccessfully, being charmed and being bewildered by young children in the relatively unstructured setting of a laboratory nursery school.

"Talking about individual differences is a lot easier than knowing what to do about them" was the touch-off. Because young children verbalize so little and behave so obviously, the teaching team had decided early to keep careful anecdotal records so as not to miss clues to individual behavior they needed for planning and guidance. It was no accident that sensitivity to individual differences became the first yardstick of effective teaching.

Some ideas were explored more fully than others. All were reinforced with specific examples from classroom and playground that indicated how closely the teacher's ability to free himself from self-concerns is related to what he can do for

children. Watching continuously for signs of growth in children, each person had seen the teaching job as helping children grow in health, in their relationships with other children, in independence, and in working with materials that were increasingly complex.

These co-workers felt that the nursery school atmosphere had gradually become less "charged" and tried to figure out why. What had steadied the atmosphere? Several statements bordering on confession were made. They noted that voices were being pitched lower. Quieter ways of getting attention had been found. Calmness in a crisis was apparent. Better timing of transitions and more flexible planning had been worked out. Children's creative use of materials gave genuine pleasure to their teachers. The need for setting limits had been apparent from the start, but knowing which limits were reasonable and how to help children substitute activities when necessary had been big problems. As one teacher put it, "I've decided that instead of concentrating on limits I'd do better to concentrate on what Jerry's after. If I can help him get it, O.K. If he can't have it for some legitimate reason, then I'll have to help him get what he wants and needs some other way that is acceptable to him and to us."

Helping children develop understandings and readiness for later learnings was seen as every teacher's responsibility. Boys and girls need many opportunities to try themselves out and to engage in firsthand experiences with things, animals and people. They investigate. They build. They role-play. They ask.

These teachers in the nursery school respected what they heard and saw as a guide to their teaching. "Molly and John are all mixed up about what makes the rabbit wiggle his nose. . . . Susie knows

exactly how to level a teaspoon and why. . . . Dick's mother may have a clue as to why he is playing doctor day in and day out."

They realized that because nursery schools live close to families and are in partnership with parents, the importance of a child's twenty-four-hour day cannot be ignored. "Working closely with parents is not enough, however. There are other people with whom children have regular contact. Teachers ought to know about brothers and sisters, grandparents and playmates, Sunday school and babysitters."

Teaching as a member of a team had had its hazards, such as keeping informed about everyone's plans, knowing when and how to disagree, and accepting responsibility for independent as well as cooperative action. Team-teaching had paid dividends, too, in underscoring the necessity for several resources in order to assure learning in its varied and unique dimensions.

Professional Maturity

One test of maturity lies in the ability to get along with other people—giving and receiving, teaching and learning, working and playing together. Another test lies in the ability to get along with oneself, to become increasingly intelligent in handling one's own affairs and feelings. Actually the tests are inseparable. A teacher's wisdom in working with children and adults can only be as deep as his wisdom in looking inward upon himself.

No one believes that knowledge of self is something that is acquired once and for all. Rather, it deepens with seeking. And the seeking is self initiated. If the kind of teacher makes the difference, what lies ahead this September? When you look at yourself, what do you see?

Using Community Resources

. . . in the United States

. . . in Afghanistan

No matter where teachers live, they will find resources for teaching in their immediate community. Eleanor A. Jaeger, principal of Woodlawn Elementary School, Schenectady, New York, writes about the myriad of materials a teacher can transform into classroom use. Edgar Klugman, principal of Euclid School, Schenectady, New York, writes about the search for educational resources in Afghanistan. As a member of the teachers college, Columbia University team he worked for two years with the Royal Afghan Ministry of Education in helping to develop their educational system. Mr. Klugman specialized in helping the Afghans to discover and use the wealth of indigenous educational materials "at their finger tips."

In the United States

By ELEANOR A. JAEGER

THE RESOURCEFUL TEACHER IS A SCAVenger. He is ever alert to discarded materials that can be utilized in the classroom. Cardboard cartons, old telephone books, wood scraps, tin cans, plastic containers and bags, coat hangers, aluminum foil plates and glass jars are just a few treasures he salvages from trash. He looks at waste materials with a gleam in his eye, knowing that he can use disposed materials in new and creative ways.*

Cans and Jars for Science

Have you ever made tin-can constellations? On the bottom of a can, mark out the reverse position of each star of a constellation. Make a small nail hole in the position of each star marked. Hold the can up to the light. As you look into the can, the constellation is seen. A series of cans can depict many different constel-

lations. Consider nesting cans for easier storage.

Screw-top jars lend themselves to preservation of science specimens. Fasten a core of soft wood or styrofoam (shorter than jar) to the jar top and pin insect specimens on this. Add moth flakes to preserve the display before screwing on top. Screw-top jars filled with rubbing alcohol are adequate for preserving animal specimens. Jars become insect cages with screening or netting covering the jar mouth.

A wide-mouthed gallon paste jar becomes a terraria when placed on its side. To keep the jar from rolling, grease one side and press it into a box cover filled with wet plaster of Paris which creates a form that fits the terraria and nestles it in place.

Aluminum foil plates are bountiful. They serve as fireproof material which can be cut with scissors and twisted easily into Christmas ornaments. They make unbreakable waterproof containers for science specimens, roofs for bird feeding stations, or center axes on which paper cups are stapled for homemade anemometers.

* See photos on pages 24-25.

What about wood scraps? Lumber yards are eager to get rid of them. All children enjoy nailing odds and ends together to make toys. Young children feel immediate pleasure if they have different shapes and sizes of wood and glue them into fanciful skyscrapers or other objects. The delight of completing a task quickly is especially satisfying to the child with a short attention span.

Children need to display their work; often effective displays help interpret school programs to the public. A little ingenuity will lend interest and variety.

Folding card tables are a natural for exhibits. For flexibility add a pegboard backdrop (24" x 30"). The pegboard is held upright by inserting it into slots cut into two 2" x 4" legs. Each leg is 18" long; the slot is cut across the wood 9" from the end. This backdrop comes apart easily and stores flat in a minimum of space.

Bulletin Boards

A simple bulletin board can be made by fastening together narrow strips of wood (1" x 2") with a series of screw eyes and wires. Screw eyes are attached to the top and bottom of each strip a few inches from each end. Wire is strung between the top screw eye of one strip and the bottom screw eye of another on each end of the strips. The space between strips can be adjusted by lengthening or shortening wires. The number of strips joined and their length vary according to space requirements.

Commercial display racks are useful for calling particular attention to books, science experiments, collections or similar items. These are often available for the asking in drug, grocery, jewelry stores and the like. Cover the advertising with paint or colored paper.

Suit boxes become dioramas when

windows are cut into the covers and objects mounted inside. Transparent plio-film keeps displays clean and intact inside boxes.

Old cardboard, telephone books, cellophane and newspapers afford untold advantages when put to different school uses.

A piece of cardboard (20" x 26") cut from the side of a box serves as a surface to which a child clips his paper for painting. Old telephone books make fine flower presses. Remove every few pages to keep the press from bulging and place a heavy rock on top for weight. Cellophane coverings from cigarette packages are good transparent envelopes for seed displays. Newspapers substitute for painting and chart paper. The print of newspapers becomes inconspicuous if writing is done with a felt nibbed pen in black or colored ink. Poster paint turns a newspaper into an attractive painting.

Use for Plastics

This is the age of plastics; use them and re-use them. To prevent plants from drying out, especially over long holidays, invert a plastic bag over each plant and its container. Prop up the bag with a stick or coat hanger frame.

Use plastic for covering kite frames. Fasten plastic with rubber cement which is made by adding benzol to small pieces of rubber bands or inner tubes.

Nozzled plastic dispensers (ketchup and mustard) make excellent rubber cement, glue and paste dispensers for the classroom. They are easy to handle, prevent spilling and keep the material from drying out if a nail or thumbtack is inserted into the nozzle tip.

Plastic turns any low box into a hot house. Line the box with foil to make it waterproof. Bend two wire coat hangers into the shape of croquet wickets and fasten to the corners to form a roof sup-

port. Split a large plastic bag (dry cleaner's) and wrap it around sides and over roof supports. Keep the plastic in place with masking tape, remembering to leave one side loose for watering.

For teachers and children, scavenger hunting is a challenge to powers of imagination. What fun it is to free our thinking from the narrow bounds of commercially prepared materials and reach out to create something different! It is also a surprise to discover how much can be done for so little in terms of the budget dollar.

scape is that the main building material for houses, schools and surrounding walls is the earth. Afghanistan is a land of sheep, donkeys and camels; and even these livestock tend to blend their colors with the dusty tones surrounding them.

My Afghan colleagues and I developed the following broad definition of resource materials as a guide for ourselves in doing the most creative job possible:

Materials are *everything* in our environment. This would, therefore, include animate and inanimate objects. It would encompass human resources, including ideas. Materials are found wherever man finds himself and within the scope of whatever man undertakes.

With this as a working base, we were able to help teachers to do imaginative and frequently gallant jobs against apparently insurmountable obstacles. Some examples of the results achieved by our workshops, conferences, inservice training, classroom visits, individual guidance and thought-provoking seminars follow.

In many Afghan schools teachers with their children made a mixture of mud and cattail, chipped away a section of mud wall, and applied the cattail mixture smoothly. Once dry, the area was sandpapered and coated with a lamp black and kerosene mixture. The result was an attractive and efficient blackboard. The cost for a new blackboard was approximately twelve cents per classroom. Since the teachers college, Columbia University team arrived in Afghanistan an increasing number of Afghan classes have made and are using this kind of blackboard and improved variations of it.

Earth and Stone Maps

In an elementary school on the outskirts of Kabul, capital of Afghanistan, a class was fortunate to have the teacher attend a workshop run under the auspices of the Ministry of Education, in coopera-

In Afghanistan

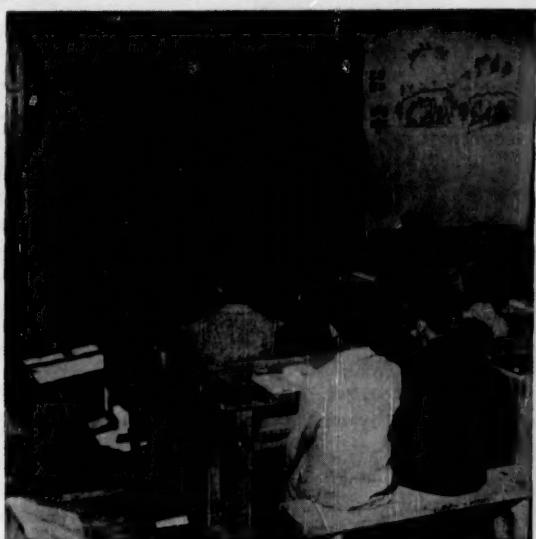
By EDGAR KLUGMAN

HOW EXCITING IT WOULD BE IF WE could each have the opportunity to work with teachers in another culture and see them discover the resources available to them, at the same time broadening our own awareness and deepening our knowledge and understanding!

Have you ever wondered how you would manage if your classroom did not have a blackboard, a map, paints and brushes? Teachers and children in a far part of the world, faced with exactly this situation, are utilizing imagination and the earth itself to make, among other things, blackboards, maps and paints.

Afghanistan is a country located between Pakistan and Iran and bordering on the U.S.S.R. for hundreds of miles in the north. In many areas of Afghanistan all colors seem to be earth-tones because, due to limited rainfall, grass, trees and bushes do not grow in the many places where we expect to see them. Another reason for the earth color of the land-

**Sitting in front of
their newly-completed blackboard**



Courtesy M. Aziz

Admiring their handiwork: an outdoor map

Courtesy Edvar Kluuman



tion with the Columbia University team. This teacher brought to his classroom an idea derived from the workshop which he attended: how to enrich the social studies program by making maps with none of the conventional map-making materials available. The teacher and his enthusiastic students divided off a section of the outdoor earth play area near their school and proceeded to build a map out of earth and stones. The map contours were outlined in stones, rivers dug out, mountains built high, and important cities accurately located by flags with their names carefully written in the children's best Persian calligraphy. The map-making experience was more exciting and "student involving" than a map experience with books or slides could possibly have been. During my two years in Afghanistan I saw with increasing frequency the use of this method for building the concepts of the country and the world, as well as developing skill in map making.

Earth Color Paints

Another important project well under way but not completed during my stay in Afghanistan was the "earth-color-paint project." Some of my Afghan colleagues knew of the locations of deposits of brightly colored earth. Through our intensive seminars, awareness of the need for paint in elementary school classrooms was developed. Several of my enterprising associates realized that they had a partial answer to the need for paint.

A group of us, including Afghans, Americans and a Japanese United Nations expert who was working in the same field, made a three-day survey trip. We gathered samples of brown, yellow, grey, white and black earth. We returned with our samples and did some experimental processing to determine which would

make the highest quality products for use in the classrooms. Yellow and several shades of brown and reddish brown proved the most successful. These colors were used experimentally in several schools which cooperated closely with teacher training and the work of the Columbia University team. However, when I left Afghanistan the large-scale processing and widespread utilization of these indigenous paints had not yet taken place.

Human Resources

As we emphasized in our broad definition of resource materials, high on the list of importance are human resources. One example of a rich human resource was a baker of flat Afghan bread, to whom we went with the request for "the story of bread." Although he could not read or write, he gladly dictated to his young son the whole process of purchase, preparation, baking and selling of the delicious whole-wheat, crusty loaves of bread, the staple of the Afghan diet.

My Afghan colleagues found that they had available a profusion of fascinating real-life social studies material. Here was material for the new textbooks we were writing as well as for field trips and an enriched social studies program. I found that my Afghan associates gained a new awareness and respect for people and their work through this research experience, and they were able to impart their feelings to the teachers and students with whom they worked.

For me, part of the value of this unique and challenging experience has been that my eyes see with new depth and I find my thinking open to the possibilities of new solutions to old problems. In our country, too, resource "materials are found wherever man finds himself and within the scope of whatever man undertakes."

1960 White House Conference on Children and Youth

*Reprinted by permission of Educational
Press Association of America*

THE STREAM OF RECOMMENDATIONS WHICH the 1960 White House Conference on Children and Youth left behind will be followed up (and put to work, when possible) by a newly-organized National Committee on Children and Youth. Creation of this Committee was the final action of the men and women who had guided preparations for the 1960 Conference and directed the climactic event—the confluence of delegates, words, resolutions in Washington, March 27 to April 2.

Statistics of the Event

The 7,000 participants, among whom were 1,500 youngsters, were observed by 500 guests from overseas.

This huge assembly of men and women were treated to five theme assemblies (sample—"Appraising Ideals and Values"), were divided into 18 forums (sample—"Mobility"), and were subdivided into 210 workgroups scattered over 85 different hotels and office buildings. Delegates heard 190 major speeches and passed 1,633 resolutions.

Keynote and Antiphony

From the President of the United States the delegates heard that a billion people have been added to the earth since the first Youth Conference was called by President Theodore Roosevelt in 1909. Within the next 10 years, 50,000,000 more children will enter our homes. "From the playpen to the campus," Mr. Eisenhower said, "our task is not to provide the conditions of an affluent equilibrium for the young. . . . We must see that our children grow up in a climate that encourages response to intellectual challenge, self-reliance, initiative and a healthy regard for hard work and the dignity of man."

That was the keynote. And when the sociologists, anthropologists, social workers, nutritionists, psychiatrists, obstetricians,

jurists, law enforcement officers, educators, clergy, housing experts, urban redevelopers, public health officials, employment counselors, publicists, social welfare women and organization men took over they began to pour out a mass of facts, ideas, opinions, hopes, subjective evaluations, objective evidence, peeves, gripes, alarms and deprecations about children, youth, family life and the institutions and forces which they face and will face during the next ten years.

Subjects Under Discussion

The speakers or delegates said or heard that:

Infant mortality, which had dipped during 1933-1950, has been on the rise throughout the decade. Twelve million children moved from one house to another during 1958. Some 13,000,000 children are in families with yearly incomes of less than \$3,000. Three out of four American families with debts have no idea of the "heavy interest" charges they are paying. Three out of four young people do not belong to any youth organizations. We need one public health nurse for every 5,000 people, but some states have one nurse for every 16,000 people. Today's neighborhoods are twice the size with half the playing space of a generation ago.

"Children's television programs, with few exceptions, are at worst stupid and offensive; at best, inane and artless," Mrs. Eva H. Grant of Chicago, editor of *National Parent-Teacher* magazine, said. A library expert said that millions of children are without school or public library services. Comics are here to stay; they can become constructive tools for raising values among children.

Experts described the problems facing the handicapped child, the migrant child, the child of the American Indian, and the children who live in suburbia, ex-urbia, outer urbia,

inter-urbia, urbania and rurban areas. One said that preadolescence, the period from 9 to 12, is the neglected area of child study. Another said that American society is striking in cold blood millions of children; the fault of these children is that they are born out of wedlock, belong to minority groups, or suffer physical deformity from the accident of birth.

Focus on Values

Sharpest focus of the Conference was on American values. Said Abraham Heschel, a delegate from New York: "The central problem of our time is emptiness in the heart. . . . We do not know how to cry, how to pray, or how to resist the deceptions of hidden persuaders." Dr. Heschel sadly characterized the spirit of the age as instrumentalization of the world, the instrumentalization of man, the instrumentalization of all values.

Other delegates said the free enterprise system, aided by the accident of geography and history, has produced this great wealth, but has not produced the wisdom with which to use it. The idolatry of our society is to be found in the worship of things, the passion for accumulation of the material, said one. And finally delegates deplored racial discrimination and religious intolerance.

The Final Session

At the final session of the Conference (on Friday morning, April 1), Ruth Stout, Kansas State Teachers Association, rose before the 7,500 delegates who had assembled in the Washington armory to give a 45-minute summary of one of the most massive and intricately complex conferences ever held in Washington. Her task was to summarize and comment on the resolutions which the delegates had passed. Since more than 1,600 resolutions had been approved, Dr. Stout said that the subject matter of these resolutions was "too vast for the human mind to grasp." The volume of the resolutions was also too vast for the compilers and mimeograph machine operators. Officials announced that they could not complete the compilation of the resolutions "in impeccable English" until after April 15 or 20.

In a brave effort to make the intent of the 1,600 resolutions comprehensible, Dr. Stout grouped them into several main categories: (1) Resolutions endorsing the human rights of children—right to equality, dignity, respect, and affection. (2) Resolutions dealing

with the needs of children as individuals—better schooling, work opportunities, medical care, recreation facilities. (3) Resolutions dealing with the creation or improvement of social agencies and institutions serving youth—more efficient child labor laws, an effective U. S. Children's Bureau and expanded youth employment services.

Resolutions dealing with education were in great abundance. We have the word of one Conference official that there were more resolutions on education than any other subject, except one, the needs of children as individuals. We have the word of another Conference official that many participants stressed the importance of "creative learning rather than the assimilation of fact." The newsmaking resolution was the one which endorsed greater federal support for education. The speaker at the final session referred to this as "federally-shared fiscal responsibility for education," a phrase new to many delegates, but one which they nevertheless greeted with one of their rare bursts of applause.

Sample Resolutions

Although the final texts of resolutions are still not available,* Conference officials gave the press unedited statements of some of the recommendations delegates had approved (usually by acclamation). Here are a few:

. . . that the schools strengthen the curriculum to give all youth better preparation for living in an automated world and for coping with its scientific and social problems.

. . . that guidance for the gifted include contact with able sympathetic understanding adults who hold high values.

. . . that the schools support moral and character values by example and the teaching of ethical principles.

. . . that in our concern for the child's protection we should not interfere with his spontaneous activities but should encourage the development of self-reliance.

And finally, one forum passed the following:

. . . that the 1970 White House Conference on Children and Youth be conceived as a prelude to a world conference on children and youth, the latter to be held during the summer of that year at the invitation of the Secretary General of the United Nations.

* Now available from Superintendent of Documents, Washington 25, D. C. Entitled *Recommendations*. 85p. 36c.

Bulletins and Pamphlets

Editor, J. CHARLES JONES

SOVIET COMMITMENT TO EDUCATION.

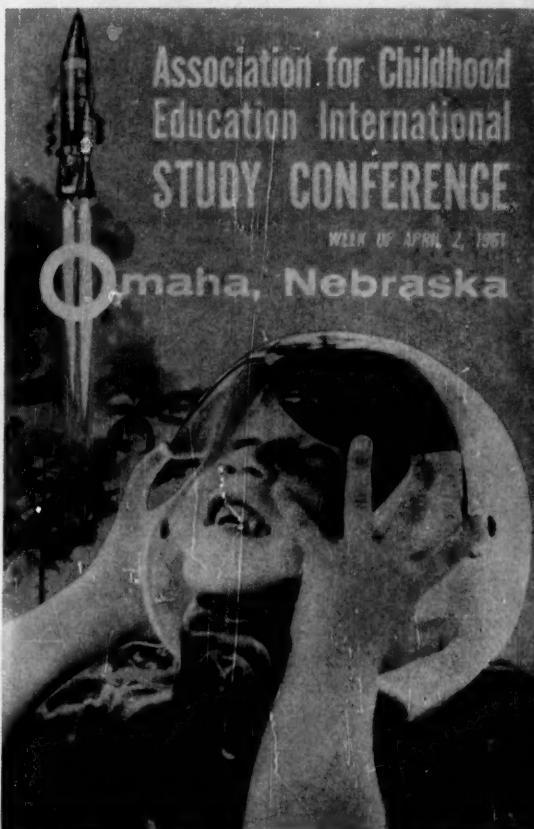
Report of the First Official U. S. Education Mission of the U.S.S.R. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1959, Pp. 135, 70¢.

While a number of changes in the Soviet educational system have been announced since our first education mission to the U.S.S.R. made its study during May and early June of 1958, this is an illuminating and interesting report of their conferences with Soviet educators and of their visits to approximately 100 schools and educational institutions in Russia. Reading this report should also be a sobering, if not a downright disturbing, experience for the thoughtful American citizen. While it does not present the Russian system as one of perfection and points out some of its serious deficiencies, the report does bring home forcibly the extent to which the Soviets are committed to education as a means of national advancement. In its coverage of the Soviet educational system, from kindergarten through higher education and the Academy of Sciences, there is much that is thought provoking. For the professional educator there is valuable material on the administration, organization and financing of Soviet education and on the Russian program of teacher education.—J.C.J.

YOUR COMMUNITY. School-Community Fitness Inventory. By American Association for Health, Physical Education, and Recreation, NEA, Washington, D. C.: The Association, 1201 16th St., N. W., 1959. Pp. 40.

75¢. This booklet is essentially a detailed check list covering Health and Safety Education, Physical Education and School-Community Recreation programs in the public schools, elementary and secondary. While it is a comprehensive and certainly a useful device for a qualified person interested in rating a school system on these programs, such an instrument seems to present certain hazards. In a foreword, Louis E. Means, AAHPER director of special projects, states, "This inventory is an ever-present reminder of what needs to be done, not occasionally, but continuously for the fitness program." That a

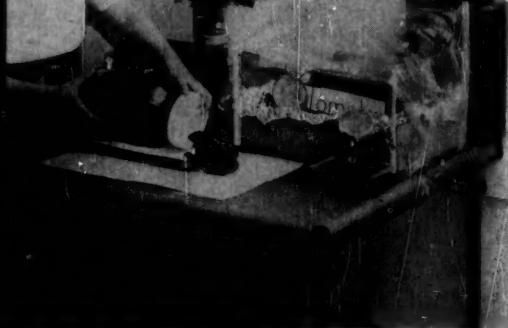
school system should provide instruction in aquatic skills for all students at appropriate age levels, maintain a comprehensive intramural sports program for all boys and girls as well as an interscholastic program, and see that teaching loads for physical education teachers be no greater (presumably in terms of total hours) than for other teachers seem to be more matters of philosophy than absolute criteria upon which a school system should be rated. The Community Balance Sheet, on the final page, developed by the President's Council on Youth Fitness and listing "Dividends of Fitness" and "Costs of Neglect," seems to be more a statement of faith than of fact.—J.C.J.



Uses for Waste Materials in the Classroom

To Make a Hothouse:

1. Line a flat wooden box with aluminum foil.
2. Nail thin wooden strips to each corner to form roof peaks.
3. Wrap plastic over the top and around the sides.
4. Fasten plastic with tape, leaving front loose for watering.



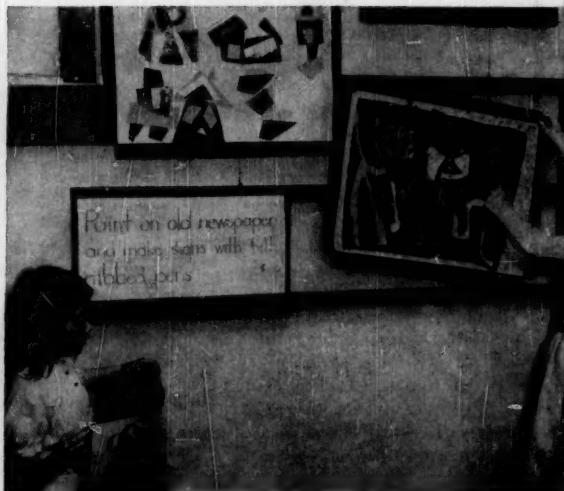
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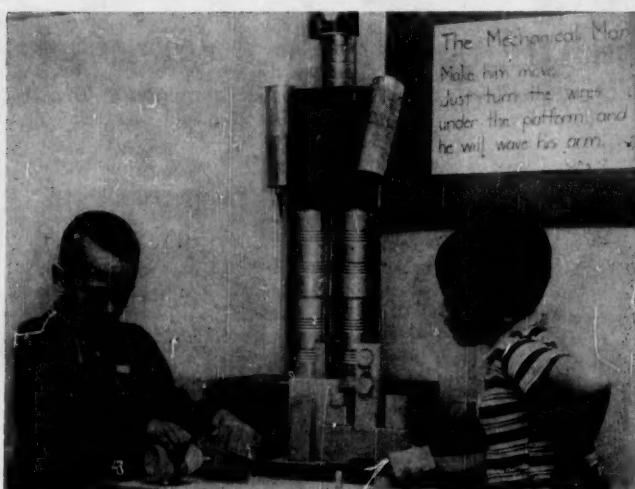


1. Paste jar terraria in plaster of Paris mount; plastic-covered hothouse; plastic bag supported by bent coat hanger.
2. Commercial display rack converted into science exhibit; wooden spool book holder made with 5 spools screwed into wooden base.
3. Cardboard painting "easels," used on inverted folding chair or floor; spill-proof paint jar holder (wooden tray with cake tin inside and rack to separate jars).
4. Strip bulletin board made with screw eyes and wires; old newspapers and magazines used for signs and painting.
5. Suit box dioramas.
6. Wood scraps glued into objects; plastic nozzle dispenser (mustard) used for glue; tin can mechanical man.

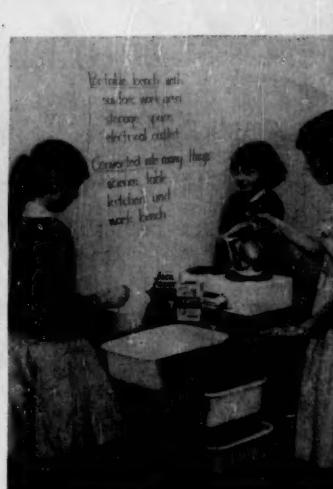
Eleanor A. Jaeger, principal, Schenectady, New York, Public Schools, finds uses for these materials in displays of science, art, literature and in other areas (see page 16).



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Photos, courtesy Schenectady, N. Y., Public Schools

News HERE and THERE

By ALBERTA L. MEYER

New ACE Branches

Missoula ACE, Illinois
Marshalltown ACE, Iowa
Newton ACE, Kansas
Woman's College, University of North Carolina ACE

New Officers

Three new officers were elected for terms of two years at the ACEI Study Conference in Cleveland, Ohio, April 1960:

RUBY D. MCINNES, FIELD SUPERVISOR OF student teaching at Western Washington College of Education, Bellingham, is the new ACEI vice-president representing primary education. Miss McInnes' special area of interest is teacher education, particularly as it is concerned with elementary school, kindergarten and nursery school.

At present Miss McInnes is on the Advisory Committee for the Washington State ACE and is a member of the Bellingham ACE. She has served the Association at study conferences and on committees. She is a member of the National Education Association, the Altrusa Club and Delta Kappa Gamma. She enjoys reading, golf and good conversation.

THE ACEI VICE-PRESIDENT REPRESENTING intermediate education is Sue Arbuthnot, assistant professor of elementary education, Teachers College, University of Nebraska, Lincoln. Her special areas of interest are remedial reading, children's literature and student activities.



Sue Arbuthnot



Ruby D. McInnes



Johnie M. Baker

CHILDHOOD EDUCATION

For three years Miss Arbuthnot has served as adviser to the student branch at the University of Nebraska, during which time it has grown in membership and been strengthened in program.

Miss Arbuthnot has participated in many ACEI study conferences, serving as leader and in other capacities. She is currently on the Kindergarten Committee.

She is a member of the National Education Association, the National Council of Teachers of English, the International Reading Association, the American Association of University Professors and Pi Lambda Theta.

Reading, cooking and swimming are among her hobbies.

THE NEW SECRETARY-TREASURER IS Johnie M. Baker, an intermediate teacher in the Wichita Falls, Texas, Public Schools.

Mrs. Baker, who completed a term as president of the Texas ACE, has taken part in a number of ACEI study conferences.

She is a member of the National Education Association and of Delta Kappa Gamma. She enjoys traveling, gardening and square dancing and recently moved into a new home.

ACEI Center Dedication

August 14 was christened "D-Day" by Keith Osborn. This dedication date, August 14, was one of the highlights of ACEI history. The afternoon dedication program featured an address by Alice Miel, professor of education, Teachers College, Columbia University, "Elementary Education in Today's



Laura Hooper



Virginia C. McCauley

World." It was followed by the formal opening of the building and a reception. That evening a panel explored ACEI's role in the education of the future under the chairmanship of the U. S. Commissioner of Education, Lawrence G. Derthick.

The following day a workshop was held for ACE and ACEI members with special sessions for the Advisory Committee, state presidents and branch officers.

Summer Board Meeting

The Executive Board met August 17, 18 and 19 following the dedication program. They benefited by contacts made during the two-day sessions as they met to discuss the affairs of the Association. At that time they were concerned mainly with finances and budget, plans for the 1961 conference in Omaha and reports of committees. Many hours were spent in consultation and in planning for the future of the Association.

New Staff Members

ON SEPTEMBER 1 VIRGINIA C. McCAULEY joined the staff as associate secretary. She will assume responsibilities carried for the last two years by Epsie Young, whose work dealt with Information Service, conference planning and ACEI committees. Miss Young's contribution to the work of the Association is deeply appreciated, and our best wishes go with her as she returns to her home in Austin, Texas.

Miss McCauley comes from Central Connecticut State College, New Britain, where she has been assistant professor of English and of Education and Psychology. She has an extensive background in elementary and teacher education, with special interest in the

language arts, particularly reading and children's literature.

Since 1940 Miss McCauley has been active in ACE affairs in Connecticut, having served as president of the Connecticut ACE. For the past ten years she has been adviser to the ACE student branch in her college. During that time she has attended most of the ACEI conferences, usually driving a carload of students. All of these experiences will be helpful to her as she assumes her new responsibilities at Headquarters.

BY ACTION OF THE EXECUTIVE BOARD A new Fellowship has been set up for the purpose of giving guidance and direction to the expanding program which is now possible in the new Childhood Education Center. The Association is pleased to announce that Laura Hooper has accepted this assignment. She began her work at Headquarters in August. Because of the nature of the work of program coordinator, this Fellowship has been named in honor of our Executive Secretary Emeritus, Mary E. Leeper.

Miss Hooper has been an outstanding leader in education in this and other countries. She has taught at National College of Education, Wellesley and the University of Pennsylvania and has, at various times, served as teacher, principal, supervisor and director of education. In 1950 she was the American Consultant for Educational Leadership in Japan; in 1953 she led a conference in Germany. In 1958-59 she lectured in Australia and participated in conferences in each of the Australian states. Before returning to the United States she spent a month lecturing in New Zealand. With this kind of background it is no wonder that Laura Hooper reports that one of her

special interests is "friends around the world."

This summer National College of Education presented her with its 1960 Alumni Achievement Award.

Changes in International Membership

At its annual meeting in Cleveland on April 21 official delegates and voting members of the Association voted to raise International Membership dues to \$10 which will now provide the following services beginning with payment of dues: subscriptions to *CHILDHOOD EDUCATION* and *Branch Exchange, ACEI Yearbook* and all current bulletins.

Edwina H. Fallis

By official action of the Executive Board at its April 1960 meeting, the name of Edwina H. Fallis was added to the ACEI Roll of Honor. Miss Fallis was a member of the International Kindergarten Union and worked hard to help merge kindergarten and primary groups to form ACEI in 1929 and 1930. She played a key role in organizing and promoting the work of the Denver ACE.

Because of her interest in materials that children enjoy and her creative ability in discovering educational uses for unusual materials, Miss Fallis gave outstanding service as a member of ACEI's Committee on Equipment and Supplies. She served in many positions of leadership at the annual study conferences and in 1933 was chairman of the local conference committee when ACEI met in Denver.

Miss Fallis' entire teaching career was centered in the Denver Public Schools where she was an outstanding kindergarten teacher. Teachers from all over Colorado visited in her room, and a school in Denver is to be named in her honor.

Following her retirement she wrote a book, *When Denver and I Were Young*, and was in the process of writing another one at the time of her death in 1957. Her name will join those of other dedicated workers for children on the Roll of Honor at ACEI Headquarters.

Marian D. James

Last spring schools were closed for a day in Victoria, British Columbia, in memory of Marian D. James, who served there for forty years. After teaching in the primary grades she became the primary superintendent of Victoria city schools in 1942 and retained the position when the district was expanded to in-

clude all Greater Victoria schools in 1946. She had planned to retire in June 1960.

Miss James did outstanding work in the field of kindergartens and prepared a program of studies now used in kindergartens throughout British Columbia. Throughout her career she gave stimulating and practical leadership in primary education.

Miss James served as a member of the Board of Editors of *CHILDHOOD EDUCATION* and was always an inspiring guide to the Victoria ACE.

Basic Book Collection for Elementary Grades

This recent publication of the American Library Association was published last spring. Designed to fill the needs of small and medium-size schools which may not have the services of trained librarians, the lists are authoritative buying guides. ACEI was pleased to be represented on the editorial committee by Erna Christensen, a member of the ACEI Advisory Committee.

You Were Represented

Annual Convention of American National Red Cross in Kansas City, Missouri, May 16-18, by Peggy Payne, president, Kansas City ACE.

Annual Convention of National Congress of Parents and Teachers in Philadelphia, Pennsylvania, May 22-25, by Louise Lowe, state ACEI representative.

Executive Committee of Council of National Organizations on Children and Youth in Atlantic City, New Jersey, on June 10, by Alberta L. Meyer, executive secretary.

Fifteenth Annual National Conference on Teacher Education and Professional Standards at San Diego State College, California, June 21-24, by Margaret Devine and Eleanor Evans, ACEI Teacher Education Committee; Helen Heffernan, Editorial Board chairman; Betty Klemer, adviser, San Diego State College ACE.

Legislation

A copy of the booklet, *Federal Support for Education—the Situation Today*, is available for fifteen cents from the Public Affairs Institute, 312 Pennsylvania Avenue, S.E., Washington 3, D.C. (Discount of thirty per cent on quantities of ten or more). A summary report of a study of our educational crisis, it is intended as a factual ready reference. ACEI members and branch legislative chairmen will find it a valuable resource.

Books for Children

Editor, ELIZABETH HODGES

AND LONG REMEMBER. By Dorothy Canfield Fisher. Illustrated by Ezra Jack Keats. New York: McGraw-Hill Book Co., Inc., 330 W. 42d St., 1959. Pp. 118. \$3.50. In this inspirational book the author tells of some great Americans who have made her proud to be an American. Dedicated to the school children of this country, it shows how the American spirit has been exemplified in the lives of such men as Washington, Jefferson, Lincoln and Lee. Ages 9-12.—E. H.

DANNY'S PIG. By Janice May Udry. Illustrated by Mariana. New York: Lothrop, Lee & Shepard Co., 419 4th Ave., 1960. Unpaged. \$2.75. Once upon a time there were three little girls and one little boy named Danny who lived with their mother in a small house on the edge of town. Each of the little girls had a pig for a pet, but Danny had none. Danny was very sad about this until a kind neighbor gave him a lamb named Beanblossom. Danny loved Beanblossom, and Beanblossom loved the pigs so much that she thought she was a pig and thus came to be called "Danny's pig." A simple story with childlike pictures. Ages 4-8.—E. H.

FAIRY TALES OF INDIA. Retold by Lucia Turnbull. Illustrated by Hazel Cook. New York: Criterion Books, Inc., 257 4th Ave., 1959. Pp. 170. \$3.50. Sixteen tales from the enchanted land of India make up this delightful collection. Some are about animals, wise and foolish; some tell of princes and princesses; and some are about lesser mortals. All are touched with the wonder essential to tales of magic. Ages 9-12.—E. H.

THE FLUTE PLAYER OF BEPPU. By Kathryn Gallant. Illustrated by Kurt Wiese. New York: Coward-McCann Co., 210 Madison Ave., 1960. Pp. 43. \$2.75. No one in the little Japanese village loved the music of the flute player more than did young Sato-san. Whenever he heard the strange, sweet music, he longed to own and play a flute himself. Then one happy day he found a flute lost in the grass and was forced to decide whether he should keep it or return it to its owner. How he makes the great decision and how he is rewarded make a poignant story

with a happy ending. Kurt Wiese's pictures show typical Japanese scenes, characters and costumes. Ages 6-10.—E. H.

TIMOTHY ROBBINS CLIMBS THE MOUNTAIN. By Alvin Tresselt. Illustrated by Roger Duvoisin. New York: Lothrop, Lee & Shepard Co., 419 4th Ave., 1960. Unpaged. \$2.75. It was a perfect day for climbing a mountain, so Timothy Robbins, his dog and a friend set out to hike to the top of a hill "just the right size for climbing." Their adventures along the way and their picnic at the summit make a quiet little story of great charm. Roger Duvoisin's pictures are gay and free. Ages 6-10.—E. H.

PARRAK—THE WHITE REINDEER. Written and illustrated by Inga Borg. New York: Frederick Warne & Co., Ltd., 210 5th Ave., 1959. Unpaged. \$2.50. Parrak was no ordinary reindeer calf, for his coat was as white as the snows of Lapland, where he was born. Because it was considered lucky to have a white reindeer in the herd, Parrak was watched closely by the herdsmen. When he grew to be a proud, strong bull, he saved


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the herd from disaster and became their leader. A beautiful picture book, whose striking illustrations suggest the spaciousness of Lapland's frozen wastes and the sturdiness of her people. *Ages 5-10.*—E. H.

THE GOLDEN ANNIVERSARY BOOK OF SCOUTING. By R. D. Bezucha. New York: Golden Press, Inc., 630 5th Ave., 1959. Pp. 165. \$4.95. Goldencraft binding,

\$4.99 net. Well-written and colorfully illustrated, this impressive volume presents in compact form the history, organization and ideals of Scouting. All Scouts and would-be Scouts will find this an interesting and valuable book. *Ages 10-up.*—E. H.

I LIKE ANIMALS. Written and illustrated by Dahlöv Ipcar. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1960. Unpaged. \$2.95. A little boy who likes animals lets his imagination run away with him as he thinks of all the animals he would have if he were a farmer, a woodsman, a zookeeper or an owner of a pet shop. The author-artist lets her imagination run wild as she pictures the animals that the little boy dreams up. Children 3-7 years of age will love identifying the creatures shown on these brightly colored pages.—E. H.

THE MOON JUMPERS. By Janice May Udry. Illustrated by Maurice Sendak. New York: Harper & Bros., 49 E. 33rd St., 1959. Unpaged. \$2.50. Library binding. \$3.25. Text and illustrations are completely harmonious in this mood piece about children out of doors on a summer night.

Summer night is the cool dark grass
And big tired trees
And the moon sailing
On a wind.

In a brief spree before bedtime, four children rush out to dance barefoot in the grass and to leap toward the moon in their cavortings. Notable for its lovely illustrations in soft night colors and for a text which perfectly expresses a child's joy in the magic of night. *Ages 3-6.*—E. H.

THIS IS LONDON.

THIS IS PARIS. Written and illustrated by M. Sasek. New York: The Macmillan Co., 60 5th Ave., 1959. Unpaged. \$3.75. Picturesque aspects of life in two of the most

interesting cities of the world are here presented by an artist. These two striking picture books show the places, people, animals and activities that give each of the cities its character and atmosphere. The text is brief, humorous and rather sophisticated, the effect of combined text and illustrations impressionistic. Interesting to all ages but especially suited to ages 8-12.—E. H.

VOYAGE OF THE SEA WIND. Written and illustrated by Hetty Burlingame Beatty. Boston: Houghton Mifflin Co., 2 Park St., 1959. Unpaged. \$3.25. Sandy goes to sea

with his father, skipper of the three-masted schooner, *Sea Wind*, bound for Bermuda and Puerto Rico. Before the voyage is ended, Sandy visits far places, lives through storm and shipwreck and makes a new friend. A fast-moving picture book with bold and stirring illustrations in black and white and in color. *Ages 4-8.*—E. H.

WILLIE JOE AND HIS SMALL CHANGE. By Marguerite Vance. Illustrated by Robert MacLean. New York: E. P. Dutton & Co., 300 Park Ave., South, 1959. Pp. 116. \$2.50.

Winner of the 1960 Thomas Alva Edison Foundation Award "for special excellence in contributing to the character development of children," this tells of a boy's struggles to realize his dream of being a sea captain. Willie Joe, youngest of the four Martin children, lives in a decaying mansion in Tennessee. His ne'er-do-well father drifts in memories of his aristocratic forebears while his children run wild and his estate dwindles away. Willie Joe is the odd one in the family—odd because he has ambition and is willing to work to realize his dreams. How he succeeds in spite of all odds makes a heartwarming story for *ages 10-14.*—E. H.

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Books for Adults

Editor, JAMES A. SMITH

THE CHILD'S WORLD. By Frank J. Estvan and Elizabeth Estvan. New York: G. P. Putnam's Sons, 210 Madison Ave., 1959.

Pp. 302. \$4.95. Frank and Elizabeth Estvan, a professor of education and a research associate, have combined their talents and experiences as teachers and research workers to produce a scientific study of the nature and growth of elementary school children's social perception. They are concerned with adults' responsibility toward helping children grow up in our culture and in a world of rapid change and increasing complexities. They believe that a way to help children understand their physical and social environment can be found only by looking at the "world" through children's eyes.

Evidence was obtained through a projective-type approach, using a Life-Situation Picture series contrasting rural and urban life, upper and lower class situations and child-adult situations. The main body of the book is de-

voted to a discussion of the children's reactions and the differences associated with age (first-sixth grades), sex, types of community (rural-urban) and intelligence.

An excellent summary with implications for education in the elementary school is well worth serious consideration by teachers genuinely interested in helping children to see more in life and, as a result, to live more richly.—Reviewed by LAURA ALLEN PRESTON, Assistant Professor of Home Economics and Education, Syracuse University, N. Y.

ELEMENTARY SCHOOL BUILDINGS: DESIGN FOR LEARNING. By Department of Elementary School Principals, National Education Association. Washington, D. C.: The Association, 1201 16th St., N.W., 1959.

Pp. 198. \$4. It was not too many years ago when the pressure to build elementary schools was so great that those responsible barely had time to consider more than sheer housing for the thousands of children coming to school. Not that we have fully caught up with building needs, but at least the worst of the building crisis is over. The time has come to think with some sensitivity and concern about the

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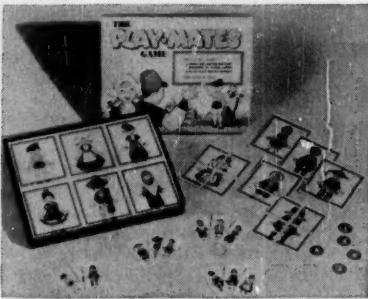
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CHILDREN LEARN THE LANGUAGE ARTS

By Mildred A. Dawson and
Frieda H. Dingee

Reading, oral and written language, spelling and handwriting are treated in this book. Subjects bring out the natural interrelationships between the language arts. The book explains what to teach and how to teach it. Copyright 1959. \$3.15

THE NATURE PROGRAM AT CAMP

By Janet Nickelsburg

This manual shows the counselor how he can introduce campers to a new world of nature that comes to them through all their senses. It is devoted to methods of presenting nature materials rather than projects. Copyright 1960. \$3.50

TEACHING IN THE KINDER- GARTEN

By Helen B. Hurd

The what and how to teach to make the kindergarten a better place, both for the children and teacher are emphasized in this manual. It answers many questions for the beginning teacher and provides some new suggestions for the more experienced teacher. Copyright 1959. \$3.25

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kinds of buildings we are putting up, just as we are thinking more profoundly than ever about the kind of education program taking place in the buildings.

This yearbook of the *National Elementary Principal* is a good start toward thinking about the kinds of schools we are building. Written by school administrators, architects, teachers, supervisors and other school specialists, the articles provide a well-balanced overview of the major consideration for today. It is heartening to see the practical aspects of school-plant planning presented clearly and lucidly. At the same time esthetic and humane values are made explicit in every presentation. This yearbook makes good reading, particularly for anyone who has not given thought to designing schools for tomorrow that must, however, be built today.—Reviewed by JEAN D. GRAMBS, Lecturer in Education, College of Education, University of Maryland, University Park, Md.

YOUR GIFTED CHILD. By Florence Brumbaugh and Bernard Roscho. New York: Henry Holt & Co., 383 Madison Ave., 1959. Pp. 182. \$3.75. Brumbaugh and Roscho

have done a commendable job in presenting a cohesive portrait of the gifted child. The material is geared for parents in a highly readable and simple style. Sequentially, the authors attempt to show various behaviors and problems which may occur at different age levels and ways of coping with them.

The danger of the "pat" answer for a particular problem without considering individual differences is a precaution to be noted in any suggested solutions. Notwithstanding this drawback, the scope and insights developed in the book are highly acceptable.—Reviewed by LOUIS A. FLIEGLER, Associate Professor, Syracuse University, N. Y.

TEACHING MUSIC IN THE ELEMENTARY SCHOOL. By Anne E. Pierce. New York: Henry Holt & Co., 383 Madison Ave., 1959. Pp. 239. \$4.75. A member of the faculty at

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By A. GROVE DAY. Illus. by W. R. Lohse. (W44)

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Sindbad The Sailor

By NATHANIEL BENCHLEY. Illustrated by Tom O'Sullivan. (Y14)

William Tell

By KATHARINE SCHERMAN. Illustrated by Georges Schreiber. (Y15)

Elephant Boy of Burma

By ROBERT HARRY, SR. A Burmese boy struggles to prove himself by mastering an unruly young elephant. Illustrated by Matthew Kalmenoff. Ages 8-12. \$2.95

Dwarf Long Nose

By WILHELM HAUFF. Translated by Doris Orgel. Introduction by Phyllis McGinley. First English translation of a beloved German fairy tale. With beautiful two-color wash drawings by Maurice Sendak (who illustrated *A Hole Is To Dig*). August, \$2.95

the State University of Iowa, Miss Pierce has supervised music in the University Experimental Schools. Her writing expresses a philosophy grounded in actual day-to-day contact with young children. She recognizes varying viewpoints, particularly when no single attitude seems exclusively practicable; but she stands on her own views where others seem inconsistent.

Like almost every other book in the field of the child's music, this one deals with musical values, curriculum, teaching personnel, basic musical experiences and materials. But this volume goes beyond most others in establishing practical guidelines for music teaching based upon real child growth characteristics. The book, designed to help teachers and future teachers of both the classroom and music specialist variety, can also be recommended to administrators and to parents. It contains a chapter dealing with minimum technical information and theory for non-musicians. It provides abundant listings of reference books, song materials, recordings, films, instruments and music teaching aids. Teachers will find here an author willing to argue that children need frequent and regularly-scheduled music periods, that

both specialists and classroom teachers are needed in the music program, that music skills cannot be overlooked in too zealous a desire to make the experience "fun." In brief, this top-level contribution to the field of elementary music education deserves the attention of all who hold dear the artistic and cultural future of the American school.—*Reviewed by IAN H. HENDERSON, Associate Professor of Music and Education, Syracuse University, N. Y.*

UNDERSTANDING HUMAN DEVELOPMENT. By Howard Lane and Mary Beauchamp. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959. Pp. 492. \$8.00. "The rearing of young human beings is ever and always the most meaningful and productive enterprise of a people. To be a professional in this process is unparalleled in opportunity and responsibility." These words from the preface of this wonderfully written book exemplify the authors' spirit and attitudes toward children, youth and the business of teaching. The long and deeply insightful experiences which these writers have had with people shine forth in their writing. Their obvious warmth and concern for the individual in the process of education add new dimensions to

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the principles and content of human development with which all teachers and teachers-to-be are (or should be) familiar.

While much of the factual material presented can be found in other books dealing with this subject, the direct personal style of writing used here provides a fresh and unique approach. The authors do an excellent job of showing how the ever-increasing body of knowledge about human development can be applied to and have meaning for classroom practice. Also to be found in these pages is the challenge of school policies and practices which are too seldom examined or questioned—policies and practices that continue contrary to our present knowledge about the development of children and youth.

A book to be highly recommended to all present and future teachers—Reviewed by ERNEST J. MILNER, Associate Professor, School of Education, Syracuse University, N. Y.

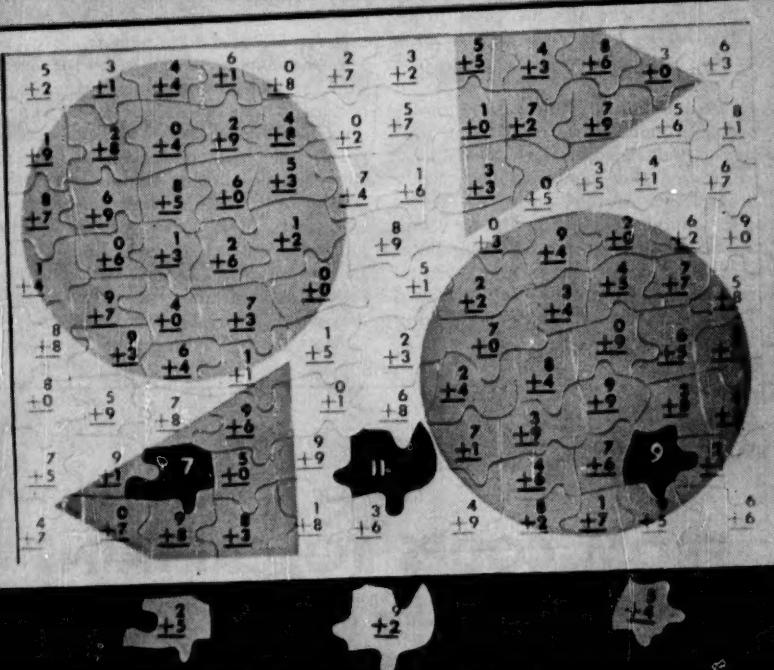
838 WAYS TO AMUSE A CHILD. By June Johnson. New York: Harper & Bros., 49 E. 33rd St., 1960. Pp. 216. \$3.95.

Many of these ideas in crafts and hobbies for children might be useful for teachers in gleanings ideas for classroom projects. However, with the exception of three sections, it is largely pattern-type activity and will do little to develop creativity in children. It is doubtful if many of the activities suggested will even amuse them. The exceptions are the chapters on science, travel and convalescence, which have imaginative ideas—especially for keeping children amused while taking long trips and while in the hospital.—J. A. S.

THE NONGRADED ELEMENTARY SCHOOL. By John I. Goodlad and Robert H. Anderson. New York: Harcourt, Brace & Co., 750 3rd Ave., 1959. Pp. 248. \$4.95.

For years educators have been seeking ways to better cope with problems of grouping and promotion. Perhaps no system of organizing the elementary school to cope with these problems has received more attention in late years than that of the nongraded elementary school. No two men have gained more prestige and authority in this field than Goodlad and Anderson. These authors have produced a provocative and scholarly text. They admit that no change in organizational pattern will improve teaching but proceed to state a case for the nongraded elementary school as an organizational plan where the individual can

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best develop to his fullest capacity.

In appraising nongraded structure as compared to graded structure, the authors use the following "internal criteria": a year of school life may become much more or less than a year of progress in subject matter; progress is seen as regular; progress is not seen as unified; bodies of content are seen as appropriate over a wide span of years with learnings viewed vertically or longitudinally rather than horizontally; progress is determined by comparing a child's attainment to his ability; slow progress is provided for by permitting longer time to do blocks of work, rapid progress provided for by taking less time to do a block of work; and there is flexible pupil movement.

Without a doubt this is the best compilation of research and reports on existing programs for the nongraded schools in existence. The authors deal thoroughly and effectively with: the problem of promotion, the emergence of the nongraded school, the functioning of the nongraded school, reporting pupil progress in the nongraded school, mental health standards developed by the nongraded school and the techniques for establishing nongraded schools.

The authors hasten to assure us that the nongraded school is no panacea for all educational problems, but they have stated their case so well this book is bound to have an influence on the planning for effective elementary schools in the future.—J. A. S.

ADVENTURES IN MAKING—*The Romance of Crafts Around the World.* By Sean Manley. New York: The Vanguard Press, 424 Madison Ave., 1959. Pp. 181. \$4.95. This is not a "how to" book, but one beautifully illustrated, planned and written to inspire the reader with a desire to taste the creative joy of the craftsman.

Each chapter tells a story of one of the world's rich heritage of handicrafts—the potters of ancient Greece, from whose living area Ceramicus the word "ceramics" is derived; the feather workers of Hawaii; the stone masons of the middle ages; the goldsmiths of Colombia; the American pioneers who made quilts. Many periods of history in all parts of the globe have been tapped for the facts presented. Also included is a well-chosen crafts bibliography of forty-seven books, twenty-two of which have "how to" titles.

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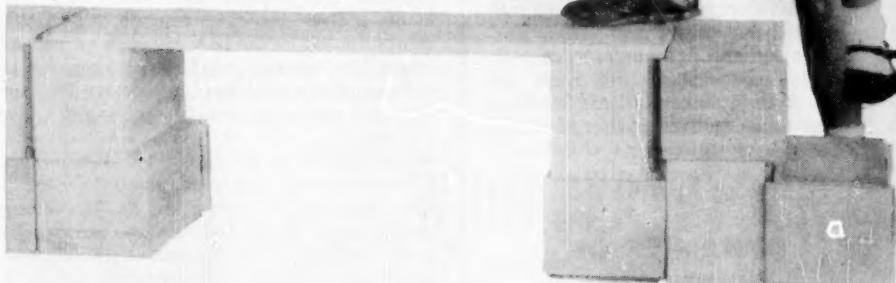
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1959 492 pp. Text price: \$6.25

DYNAMICS OF CURRICULUM IMPROVEMENT

by Philo T. Pritzkau, University of Connecticut

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zations, governments and companies throughout the world" aided Seon Manley in securing illustrative material for these stories. She has indeed combined her "talents in art and words" to introduce young people to the fun of working with one's hands and of "getting the feel of whatever you are working upon."—Reviewed by CHRISTINE GLASS, Former Instructor in Early Childhood Education, University of Maryland, University Park, Md.

DYNAMICS OF CURRICULUM IMPROVEMENT. By P. T. Pritzkau. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959. Pp. 459. \$5.95.

This is a strange and almost mystical book in both style and content. Anyone wishing specific and precise answers to the "what" and "how" of curriculum development will be disappointed as he reads this material. However, if he can manage to plough through the first several chapters and their pedestrian treatment of principles of program improvement, he may be surprised at the sudden rise in stimulation and excitement afforded by the later chapters on values, intangibles, human relationships and social understandings, and their importance in planning and evaluating school experiences.

Pritzkau's style at times approaches a lyrical quality as he deals with ideas which "oft were thought but ne'er so well expressed." This leads to the observation that for many people this book will be less a text and more a book for leisurely meditation. Certainly it is not for the callow undergraduate, nor is it appropriate for a "workshop" approach to inservice education. However, for the person who is not searching for "the answer" but for promptings to assist him in asking the right questions, reading this book will be rewarding.—Reviewed by PAUL M. HALVERSON, Professor of Education, Syracuse University, N. Y.

ALCOA'S BOOK OF DECORATIONS. By Conny Van Hagen, Michael A. Vaccaro, William Dugan. New York: The Golden Press, 630 5th Ave., 1959. Pp. 93. \$2.52.

The chief value in this trade book is its beauty as a book. Designed to show ways paper and aluminum foil may be used, it turns out to be unfortunately one of those step-by-step make-it-yourself gimmicks. However, the book is full of ideas and is so beautifully decorated that clever teachers will be able to use it in stimulating their own thinking—even if it does little in its present form to develop their creativity.—J. A. S.

Among the Magazines

Editor, JULIA MASON HAVEN

GROUPING IN THE ELEMENTARY SCHOOL. By Harold G. Shane. *Phi Delta Kappan* (April 1960), pp. 313-19. Harold Shane introduces the major problems involved in grouping practices in our schools—some ten in all—which have caused concern for many years. He then proceeds to give an overview of historically interesting and educationally promising plans carried on, modified and, in some cases, discarded during the past few decades.

Thirty-two types of plans are listed and discussed in brief, with reference to the places where they were tried. The chief merit of each plan, difficulties involved, and reasons for a change of the plan are included. Accompanying research data and writings focus on the types of grouping from 1950 to 1958.

As we enter the 1960's the matter of group-

Julia Mason Haven is professor of education, School of Education, University of Miami, Coral Gables, Florida.



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ing continues to remain a problem for study. The author concludes that "best" grouping procedures will continue to differ from school to school, with most desirable practice often dependent upon factors of (1) competence of local staff; (2) nature of physical plant; (3) school size; (4) class size; (5) local curriculum or design of instruction.

More important than grouping are the philosophy and the ability of a teacher to create a good environment for learning.

THE TROUBLE WITH SUBMARINES. By Kenneth E. McIntyre. *Phi Delta Kappan*

(April 1960), pp. 303-304. This is a clever satire on the subject of submarines by a professor of administration at the University of Texas. In his criticism of modern-day submarines which take us away from the "solid fundamentals of submarine construction and substituting some so-called 'modern' features that reflect greater concern for the comfort of the crew than for time-tested basic truths," Mr. McIntyre takes the same approach as that taken by Admiral Rickover in his comments concerning education.

Mr. McIntyre continues his satire by suggesting just how to remove the control of submarine policy from "professional submarinists" and to turn such affairs over to the existing agencies within each state.

With the proper respect due Admiral Rickover's critique on education, the present article points out clearly that in our present society it seems wise to follow the recommendations and policies of a person trained to study and carry out effective leadership in his own field.

EDUCATION FOR THE COMMUNITY. By Leonard S. Kenworthy. *Educational Leadership* (May 1960), pp. 470-74.

At the present time, the curricula of our schools are not keeping pace with advances in medicine, science, transportation and electronics. "Most schools are still satisfied with their existing curricula, which were designed for an 18th or 19th century rather than a 20th or 21st century world."

The writer says that in order to prepare children to live in the next twenty-five years—and beyond—many changes are needed in our curricula. He feels that with changes coming so rapidly new concepts and understandings must be developed to enable our youth to live in a closely knit international community.

"We need now to examine critically our entire curricula from the primary grades through high school (or beyond) to see how existing courses can be changed to include the whole world."

Mr. Kenworthy proposes ten points on which all schools should concentrate in the next few months in order to develop curricula for the twentieth and twenty-first centuries. He suggests "more and better education in human relations and communications; more and better understanding of the potentialities of science in our world, about all parts of the world, about the contributions of all people to the world, about the relation of the United States to the world; and more and better experiences for pupils and teachers abroad."

"Stress in the past has been upon the child-centered school and upon the community-centered school . . . Our schools in the years ahead need to add a new dimension—the world-centered school . . . The community of the future will be the world."

SCHOOLS WITHOUT TEACHERS. By Frederick L. Reder. *The Educational Forum* (March 1960), pp. 337-43.

A visit to a school supported by foundation grants to develop electronic devices in mass education shows how television replaces the classroom teacher.

In this school, all teaching emanates from a central control room—a large gymnasium type room containing broadcasting equipment, TV screen, and control boards used for viewing individual classrooms.

"Master teachers" broadcast their lectures over closed circuit TV to every school in the state. Students in need of special drill receive instruction via special tape records. These remedial tapes are connected to the earphones of these individual students.

Subliminal education is used to motivate students. "We found that by suggesting to a class their lesson assignment, we got outside class work done with less resentment."

Teachers are employed as recorders and control room assistants. They are assigned certain groups of classes to supervise which they do by means of the TV screens in the central control room. Savings in teacher salaries make it possible for the state to employ a permanent staff of "master teachers" whose teaching is preserved on kinescopes, making it available even after their death.

"Another real saving was in the first two years of college. Instead of building hundreds of junior colleges to meet the tidal wave of student enrollment, all courses for the first two years are now telecast right into the students' homes. Tests are given and some go on to professional education. Some don't."

Electronic education has made it possible for education to reach the masses. However, a question posed by the author, "Does all this electronic education help the students to think better, to improve their values, to lead better lives?" is answered, "I don't think we know yet. But undoubtedly someone will soon find out."

TWO VIEWS OF THE CHILD'S EDUCATION FOR FREEDOM. By David Law- son. *The Educational Forum* (March

1960), pp. 345-50. There is much discussion as to the kinds of material to which the child should be exposed. According to Plato, "the educational process is a moulding one. Schools become an important tool of society, for it is their function to conserve its best values."

Rousseau, on the other hand, claims "that this moulding process is in itself a source of evil."

The author says, "While Plato's view is typically classical insofar as it sets the individual as an entity within the framework of an envisioned perfect, whole state, Rousseau's view is typically romantic with an individual-centered (or child-centered) outlook. In the reality of Plato's state all of the existing institutions exert their influence on the individual who is in the process of becoming educated."

"Rousseau is in revolt against all of society's institutions. He feels that we can assume the correctness of the child's objections only when he is allowed to grow up untrammeled by anything which comes from people and which tries to mould him."

A possible reconciliation might consist of a compromise of these educational views. "Rousseau would profit from some of Plato's insight into the meaning of education as a function of society; Plato might do well to consider the value of independence, and self-sufficiency from the Romantic standpoint."

"When we put *The Republic* and *Emile* together we may find (though only perhaps by doing an injustice to the original intentions of each author) the values with which to construct a complete picture of what the educational process should be."

(Continued on next page)

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LEARNING FOREIGN LANGUAGES BY TELEVISION. By Arthur R. Olsen. *The National Elementary Principal* (May 1960), pp. 20-21. "In a world in which there is increasing contact among peoples everywhere, the need for communication and understanding is becoming imperative."

Because few teachers feel competent to take the full responsibility for teaching a foreign language, it at first did not seem possible to add such a study to the elementary school curriculum. The Boettcher School of the Air (Denver), originally instituted for home-bound and hospitalized children in 1957, was so successful that teachers in regular classrooms were eager for their pupils to have the opportunity of viewing these lessons. After careful consideration, selected television lessons were used to supplement regular class work. "It was then decided to expand Boettcher School of the Air by offering French or Spanish from 1:00 to 1:15 p.m. daily." The medium of television facilitated the use of a master teacher or specialist. "French and Spanish are offered on alternate days with the classroom teacher conducting review and practice on the intervening days."

Television instruction has focused more sharply the old problems of pacing the teaching to the ability of the pupils and the need to involve pupils in active classroom participation. It is the function of the classroom teacher to provide the individual attention necessary to make the telecast an integral part of the whole study. Answers to other questions

or problems that have confronted school personnel will require careful research.

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"Experience in Denver, as elsewhere, proves that children can learn foreign languages from educational television. How well they learn depends upon what happens in the classroom. The great question is how to build television into the total teaching situation."

WHAT YOU DON'T KNOW ABOUT YOUR SCHOOLS. By Charles H. Boehm (as told to Anne Selby). *The Saturday Evening Post* (May 14, 1960), pp. 36:132-34. "An angry educator, fed up with second-rate teaching and 'the waste of a generation's mind,' indicts our short-sighted school policies."

"It is wrong that in the 4th largest city of the United States—Philadelphia—some school maintenance men make more money than some teachers."

"It is ridiculous to exalt memory so that in time a parrot may well be held the wisest of the Lord's creatures."

"I find nothing that excuses school boards who put up new buildings and believe that mortar, stone and steel make an education."

"And I am angry at those who say that education fails today because it does not emphasize the three R's."

"At the same time I am appalled that we think it right that a student spends 40 minutes

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He advocates accelerated courses for the gifted, elimination of the non-qualified or non-certified teachers, special training for teachers of science, English, and modern-foreign-languages, and increased teacher salaries.

"Certainly I suggest change. It is high time we unhitch education from the horse-and-buggy past and let it live in this space age. If it is the tradition of America that every man is entitled to an education, it is equally our tradition to borrow only the best from the past and never yield our right to take the new. In our heritage lies education's future."

EVERYONE CONCERNED WITH YOUNG CHILDREN KNOWS it is vitally necessary that the early years of their lives be satisfying and challenging, yet we are rushing childhood frantically and desperately. We talk a good game, we know what to do, and we have this wonderful slogan, but we aren't following through. It is as though we are stuck in a rut in the kind of mud that causes us to slip backward.

In this America that is so proud of its progress and prides itself on universal public education we find ourselves forty years behind times in providing almost no public nursery schools for the three- and four-year-olds, and after almost a century since our first kindergartens we are reaching only forty per cent of our five-year-olds.

We must find the courage to speak out loudly in behalf of these young children and demand universal public education.—JAMES L. HYMES, Jr., 1960 ACEI Conference.

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Over the Editor's Desk

Dear Readers:

This year's vacation proved to be pleasurable in that old friendships were renewed and relaxing in that a number of beaches were visited in the sunny climes of Pawley's Island, South Carolina; Miami Beach and Indian Rock Beach, Florida; and Paradise Beach near Nassau in the Atlantic. Sea breezes, the tide surging in with its endless clock-like precision, swimming—all these worked wonders. Now I am back at an office softened by newly-hung drapes.

Usually my vacations are well flavored with profitable educational experiences. This one was no exception. It began with the arrival of a friend and former co-worker of early teaching days. We discussed children we had taught in those carefree, fun-filled days. To make our reminiscing more real, a former kindergarten "child" came down from New York where he is learning the business part of dress design and dress making—one I predicted would some day have his name appear in well-designed dresses. We chortled as he recalled experiences of his kindergarten days; we listened to accounts of his design school days in Hollywood and Paris and of his practical experiences in dress designing in San Francisco. A feeling of pride came over us when we realized what he had accomplished. It was satisfying to know that the school staff had had a hand in planning the curriculum which had helped to bring out his talents.

In Savannah, Georgia, we visited another former co-worker, one who had helped me understand the soft-speaking young southerners during the summer I directed a nursery school and kindergarten there. In the course of my stay we returned to the Kate Baldwin Kindergarten and saw it was still used—children were working and playing in almost the same areas as in former years.

In St. Augustine, Florida, we marveled at the first schoolhouse built in America (before American Revolution). Its logs look sturdy enough to stand for many more years. Figures of children in the mode of the time sit on uncomfortable benches in a semicircle, with the male teacher on a platform up front. The room includes only the barest essentials: fireplace, dirt floor, slates and slate pencils, books, globes and clock. A "bad boy" crouches in the closet under the stairway leading to the schoolmaster's living quarters.

A quick look at the University of Miami was all too short. We looked for Julia Mason Haven, but supervision of students had taken her into the field. We enjoyed visiting the laboratory school and came away feeling the spacious lawn-covered playground and the many-windowed classrooms built in units of two were good places to learn. We met capable administrators and teachers and wished more children could have opportunities in such a "climate for learning." What a contrast to the oldest school in St. Augustine!

If in the past University of Florida, Gainesville, meant ACEI friends and contributors to CHILDHOOD EDUCATION and the bulletins, it now means all the more to me. Our visit there gave me an opportunity to see the P. K. Yonge School, the university's laboratory school where fertile ideas are translated into sound educational practices. Here was another beautifully landscaped school plant spreading over a hillside with brook, bridges, wooded areas and outdoor work space for each classroom—another sharp contrast to the oldest school in St. Augustine. Faculty members we had not met in the classrooms we later met at the tea given by Pauline Hilliard, a former Editorial Board chairman of CHILDHOOD EDUCATION. This was the serendipity of the day!

Our next educational experience was at Woman's College, University of North Carolina, Greensboro, where we greeted kindergarten workshoppers under the leadership of ACEI's president, Eugenia Hunter. Here, too, we visited members of the School of Education—among them Kenneth Howe, former ACEI vice-president and dean of education at the college. A feeling of nostalgia came over me when I saw workshoppers busy on a program designed to help young children. As I accepted a check from one of the summer students for an international membership in "an organization I've always wanted to belong to" and as I saw people using ACEI's newest bulletin, *Learning About Role-Playing for Children and Teachers*, I was reminded that I had assumed another role—that of a representative of the Association.

May September be your "magic month"!

Sincerely,

Margaret Rasmussen

1960-61 CHILDHOOD EDUCATION

<i>September:</i>	School and the Child's Potential
<i>October:</i>	Pressures in School and Community
<i>November:</i>	Conflicts Created by Pressures
<i>December:</i>	Impression and Expression
<i>January:</i>	Children Work with Ideas
<i>February:</i>	Children Work with Skills
<i>March:</i>	Looking at Practices
<i>April:</i>	Children as Responsible Citizens
<i>May:</i>	Teaching—Its Challenges and Satisfactions

NEXT MONTH

"Pressures in School and Community" is the October theme. Most of the articles have been written under pressures as well as edited under pressures! It may follow that they will have a true ring to you, the readers, who likewise work with children under many pressures.

Editorial: "Pressures and Pivot Points" is by Lorene A. Stringer, St. Louis County Health Department, Clayton, Missouri.

Gladys Gardner Jenkins, George Washington University, Washington, D. C., asks, "What Price Pressures?"

Which pressures produce good results?

Which pressures cause children to retreat in defeat? Does a child's pace fit into the adult's pace? What price is paid for "toughening-up the curriculum"? Who can "take it"? Who can't?

What is needed to develop intelligent, creative individuals for today's and tomorrow's tasks?

Helen Heffernan, California State Department of Education and Editorial Board chairman, writes how citizens can work for quality education; what parents and teachers can do to alleviate pressures and build readiness for learning. Indicators of reading readiness and experiences needed for "interpreting what the child reads" are made clear. "All of the research evidence of the twentieth century vigorously opposes forcing formal instruction upon children at an early age." Look for this unforgettable article, "Pressures To Start Formal Instruction Early."

Alice Miel, Teachers College, Columbia University, New York (former chairman, CHILDHOOD EDUCATION Editorial Board), talked at the dedication of the Childhood Education Center on "Elementary Education in Today's World"—". . . the world which a child of the late twentieth century is asked to encompass in his caring and his knowing and his active participation is much larger than the world of his grandfather or even his father. . . . Even though he never leaves his nation's boundaries, the child now growing up in almost any country of the world will be called upon to support various forms of international cooperation." The school's part is to see that each child will have "equal opportunities . . . to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity" as is stated in the United Nations Declaration of the Rights of the Child.

"Time"—an article by Kathryn Huestis, University Elementary School, Northern Illinois University, DeKalb, describes a study by eight-year-olds and what time means in a space age. Can children deal with time concepts which adults cannot fathom?

Since this issue goes to all ACE branches, look for the "Check List for ACF Branches." "Moving Forward," by Mary E. Leeper, ACEI executive secretary emeritus, should make the October issue one to be read and re-read.



Role-Playing



Learning About Role-Playing for Children and Teachers

*By HILDRED NICHOLS and LOIS WILLIAMS,
Montebello Unified School District, Calif.*

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Teaching Through Role-Playing:

- Developing Your Own Techniques
- Writing Your Own Unfinished Stories

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